

ISBN 979-979-8559-99-0



THE ASSOCIATION FOR THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA &
ENGLISH LANGUAGE EDUCATION DEPARTMENT - UNIVERSITY OF PGRI ADI BUANA SURABAYA



International
Conference
2016

8 - 10

September 2016

University of PGRI Adi Buana Surabaya
Indonesia

PROCEEDINGS

“Creativity and Innovation in
Language Materials Development and
Language Teaching Methodology
in Asia and Beyond”

BOOK 1



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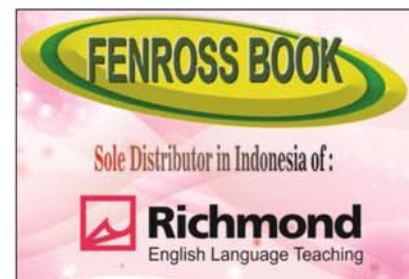
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FOREWORD

Today's language teaching needs creative and innovative ways to design and use language materials that learners can exploit to expand their language repertoire and develop their language ability as they engage with a myriad of texts and activities or tasks inside and outside the classroom. With this in mind, the 63rd TEFLIN Conference brings up a central issue on "*Creativity and Innovation in Language Materials Development and Language Teaching Methodology in Asia and Beyond*." Drawing on this central theme, the conference develops several sub-themes: a) the development of language materials for content-based instruction, b) the development of language materials for text-based instruction, c) the development of language materials for genre-based Instruction, d) approaches and methods in language teaching, e) techniques and procedures in language teaching, d) technology-based language instruction, f) the role of technology in innovation in ELT methodology, g) the role of technology in language materials development, h) creative writing in ELT (Literature-Based Language Instruction).

As an academic forum, the great focus is in its proceedings as the center of publication for its presenters. It is aimed at maximizing the value of the publication as the outcome of the conference. It is intended that the proceedings can be as a global publication. The quality of the proceedings as a means of publication in this year's edition should be improved. The committee has applied the system for abstract selection of which the criteria is the consistency with the conference's theme. Reviewers have the right to select the papers based on the abstract that have been submitted to the committee.

The coverage of the sub-themes for this year's conference is broadened to certain areas. Bear in mind that the main and solely theme of materials development for language teaching and methodology is not limited to certain topics. To cope with the central theme, some additional sub-themes are offered to the conference's audience to write their research findings into expected academic paper. This year's papers which are selected to be presented in the conference reach more or less than 422. There are more than 400 papers which will be published in proceedings. Other opportunities of publication are offered by TEFLIN Journal as well. For next year's edition, two papers have been selected out of the submitted papers. To add the chance of the conference's publication, some papers have been selected to be further reviewed for Scopus-Indexed publication. In addition, from papers are accepted by A Journal of Culture, English Language Teaching and Literature (Celt), Soegijapranata Catholic University Semarang to be published in the year of 2017.

The growing number of papers presented in the conference is indicating an increase in the need for publication of research findings. Therefore, TEFLIN's conference proceedings are entrusted to be an academic forum to share thoughts, reflections, experiences related to academic works for teachers, lecturers, researchers, educators who continuously write, present, and publish their academic works.

Finally, we would like deliver great appreciation to the organizers, presenters, writers, and all parties who have been contributing directly and indirectly to the publication of the proceedings.

Surabaya, September 2016

The Committee

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IMPROVED VOCABULARY COMPLEXITY OF THE SPOKEN UTTERANCES BY USING STRATEGY-BASED INSTRUCTIONS IN ENGLISH SPEAKING CLASS

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ABSTRACT

Understanding what is improved in the outcome of an implementation of a strategy is on the similar level of importance as the strategy itself to understand to what extent the strategy succeeds its intended purpose. This research is intended to understand what the elements of language are improved in terms of vocabulary complexity and how the strategy is improving the vocabulary complexity in dynamics analysis. This research collected the data from the spoken utterances as result of the implementation of Strategy-Based instruction on the English speaking class of Junior High School during the four meetings of the implementation of the strategy, and one preliminary observation as the starting point of the research. The design of this research is qualitative approach by analysing the vocabulary complexity by using table of comparison to illuminate the 'movement' of the language elements over the time. The result of this research is expected to give insight on to what extent a learning strategy improve the language ability of the learner and how to measure the improved vocabulary complexity.

Keywords: *Strategy-Based Instruction, Vocabulary complexity, Dynamics System Theory*

INTRODUCTION

Language learning mostly, if not all, put a weight of a successful learning on its use of strategy, method, technique, and media while positioning several other aspects under secondary importance. While arguing of which aspect of learning is the most important factor is an old debated topics, majority of the measurement of successful learning is still replicating the formula of using pre-test to determine the basic knowledge and skill of the participant, implementing the purposed action -strategy, method, technique, or media- into the participant or the condition, then conducting post-test and using the result in comparison with the result of pre-test to find the answer whether the purposed action is taking account on a successful conduct. Given the fact that this formula on experimental research is globally used, there are several other elements that are not actually being took into account on what we call here as 'successfulness'.

One of the missing elements is how the environment affects the result of the action. Environment, as a determining factor on language acquisition, is seldom forgotten in most of research as the factor is an abstract thing and covers too broad of an area. By minding the broadness of the area but still comprehending the urgency of understanding the environment into the research, there should be a way to cover the area of environment related to the specific purposes of the research and relating the understanding into the result. One way to measure the extent of the affection of the environment on the action is by measuring the result in a timely manner.

The term 'successfulness' of language learning is mostly confused with the complex communication ability of a person when performing the language. Even though the term 'successfulness' of a language learning is an abstract and too general concept, people often easily judge whether a person is more capable in performing a language or not without understanding the language environment of the particular person. In understanding the

successfulness of a spoken language performance, it is important to understand the length of the measurement and the data to be analysed.

In reaching that 'successfulness' of the language learning, the methods, strategy, technique, and media used should be complex and surrounding the problems that is faced by the learners of the language. Therefore, Strategy-Based Instruction is needed in giving the learners the knowledge and exposure of how to conduct conversations and overcoming their present and future difficulties in language learning.

Environment of Learning and the Dynamics of Language

The successfulness of language learning is in parallel to the environment surrounds the learning process. It can be said that the environment itself in a supportive environment, the language learning will gain it utmost efficiency in learning the purposed and targeted language. In a vice versa, if the learning environment is less supportive to the language learning, the learners will face many difficulties of learning the language. The term environment leads to multi-faceted aspects not only in the present but also the past experiences and social, economical, and educational background of the learners as well as their family. "Cognition, consciousness, experience, embodiment, brain, self, communication and human interaction, society, culture, and history are all inextricably intertwined in rich, complex, and dynamic ways in language." (Ellis, 2008). There are many factors related to the language performance and the language learning, but despite its seems-to-be chaotic factors related to the language of a person, there is a pattern that can be followed to understand the reason behind someone's way of performing the language, or their belief of language. Where and how the learners learn the language, who teaches them, and why they learn the language are in parallel and reflected through the language of the learners.

Understanding language learning is a process that can be perceived through many perspectives. Language is a dynamic system; an organic matter that changed and evolved through the time between and among individuals, grows and organizes itself as a complex system (Larsen-Freeman, 2006). Learning a language is a complex cause-and-effect relationship between the environment and the learners. Anything that learners did, do, and will do, varies their language in the level of the structure, meaning, and pragmatics as well as the impact on the surroundings.

Strategy-Based Instruction in Relation to Vocabulary Complexity

Strategy-Based Instruction (SBI) is a model of learning strategy by integrating the independent thinking of the learners into the explicit materials and explicitly embeds those elements into language tasks. The learners are introduced, taught, and given the practice of the strategies to either overcome their language and communication learning problems, or to enhance their knowledge and skills of the language. The learners are introduced to the strategy through many ways: to experience the problems themselves, by listening to the media, or being explained by the language experts. Learners are encouraged to elaborate their problems and the possible communication problems, and then introduced to the problem solvers to further practice it by themselves.

Strategy based instruction put several things altogether as a part of the technique of language learning. Strategy based instruction, which is showing examples as part of the strategy, is also suggesting a repetition of the task as one of its strong point of learning. There are two strong points to be recognized in SBI: the strategy is giving examples of the conversation to the learners and suggesting the learners to implement a task repetition.

First, the examples that are given as a part of the strategy are giving the learners chance to analyse the authentic conversation and then to notice what is really happened in the real conversation. In noticing hypothesis (Mitchell, Myles, & Marsden, 2013), the term 'noticing' refers to a process of bringing stimulus into focal attention. In other meaning, it is important that the learners notice the aspects of the language by themselves, or by looking at the examples so they can put that stimulus into their focus of learning. The video of the conversation as the examples are not only showing how to use the conversation or the rules of conversation, but the examples are also giving the learners the authentic environment in which the language should be spoken.

Second, a repetition of the task is giving the opportunity to the learners for allocating their attention to the aspect of form and meaning. A study conducted by Gass in 1999 (Gass, Mackey, Alvarez-Torres, & Fernandez-Garcia, 1999) is showing that task repetition resulted in improvement in overall proficiency, selected morphosyntax, and lexical sophistication. The study is showing the result that task repetition helps the learners in building their knowledge and vocabulary. The repetition of task also help the learners in evaluating their previous performance and enable them to do self-correction in which have better impact of the learning than being corrected by the teacher. In each of the repetition, the ability to do self-correction and chance to plan their action might as well motivate them in learning.

Strategy-Based Instructions provides the psychological needs of the learners that is crucial to occurs in enhancing vocabulary complexity. The needed conditions for vocabulary learning include noticing, retrieving, and elaborating of the material and strategy (Tomlinson, 2013, hal. 353). In Tomlinson, noticing involves paying attention to the features of language contained in the material and it is important to use typographical features such as putting the words or sentences in italics or bold type, by defining the words or sentences orally, or in a text, glossary, noting the words on the board, or giving the wordlist in advance. In the SBI, the typographical features of the language are substituted by the use of the subtitle in the video which becomes the main attention of the learners when the video is being played. As stated by Barcroft (Tomlinson, 2013), learners will learn on what they focused on, and that typographical features (or the equally supporting substitution) tend to bring improvements in the knowledge of the form and meaning. Once the noticing of the language features of the material happen, it is then enabling the learners to retrieve the language in strengthening the learning. Retrieval of the language must be conducted through the four skills of language: reading, writing, listening, and speaking, in which all of them provided by the video in the Strategy-Based Instructions. In the retrieval part of the SBI, the learners are allowed to retrieve the language aspects through repeated task of retelling, role-playing, and problem-solving. The last conditions provided by the SBI is the chance to elaborate the language aspects by giving the task to the learners to use the known word they heard from listening to the conversation or reading the subtitle provided by the video example in a way that the learners can stretch the meaning of the sentences used in the conversation.

METHODS

The data of this research is taken from a class of eighth graders of SMP Muhammadiyah 2 located in Batu city near the outskirts of the city. As the location suggested, the students of the school are mostly coming from rural area with a few prior knowledge and experience of English as foreign language in which the complexity of their language is lacking in comparison with the students living in the city. The participant of this research is 24 students, a mix of 12 boys and 12 girls of the same age, with close-related social, economical, and educational background. The close-related social background could be affected their prior knowledge of English in approximate measurement as based on the above explanation about environment of learning. It is important to notice two things about the participants: first, that the learners are in a state of harmonising three languages at the same time as mostly also the case for a large area in Indonesia. In the process of learning English as foreign language, the participants are also practicing the use of Bahasa Indonesia as formal language at school and still using local language (Javanese) to ease their communication ability; second, that the participants are all multilingual, and the process of harmonising the three languages will affect the foreign language learning in some extent beyond the limitation of this research.

This research is limited to find out the rising vocabulary complexity of the simple conversations between a small number of students in a class. As the students are instructed to talk about the same things, the data are taken randomly from the conversations of a class talk and not analysing individual speech or conversation beyond the selected topics. The reason behind this random conversations selection is to focus the analysis of the data to the Strategy-Based Instruction as the main element and not to mix the analysis with the other strategy the learners have been learnt previously. The data collection are limited to the English conversation relating to the practice of the Strategy-Based Instruction in closely related topics and not taking

the notes on the Indonesian code-mixing of the conversation unless the Bahasa Indonesia is part of the strategy.

In doing the research, the researcher is conducting two parallel steps to measure how the strategy is helping the students in raising their complexity. At the first step, the data is obtained by conducting a short interview to the students by asking simple questions such as ‘what is your name?’, ‘where do you live?’, and ‘what is your hobby?’ to see how the students construct the sentence to reply the basic conversation questions. The form of the interview question is semi-structured to open more possibilities of topic and to motivate the students, while helping the students with directional questions like previously explained. As the second step, the researcher is conducting a series of four time teachings with the strategy-Based Instruction as the supporting element in the complexity rising, and the core element in the Strategy-Based Instruction teachings with the activities to enhance the communication abilities of the students through the role-play and tasks.

The instruments of the research are a documentation of class talk to collect the main data and observation during the implementation of the strategy-based teaching to measure the raise of the complexity of the class as the supporting data. The obtained data is in the form of recorded and transcribed fragments of conversations from class talks based on selected topics from a series of four meetings, and analysed based on recurrent talks to illuminate the movement of the vocabulary complexity between each meeting. The recurrent talks here are basic conversations, as previously explained, between a small numbers of people and conducted in similar manner as required in the Dynamics System analysis.

The data obtained is analysed by using a table of comparison of timely manners within the same topics, and then to further analyse the data through comparison between each data collection. There are three different data as the main analysis of this research and the data are being compared through the table of comparison. All of the identity revealed in this data analysis is in the form of pseudonym except for the researcher based on the research ethics agreement.

Improved Vocabulary Complexity of the Spoken Utterances by Using Strategy-Based Instructions

The prescribed data taken from the data collection in the form of three set of data are analysed in the form of table as follows:

Table 1: Example of Dynamics Comparison between Conversations

First data	Second data	Third data
<p>R: my name is Teguh, what is your name?</p> <p>P: my name is Ditya</p> <p>R: so I should call you Tya?</p> <p>P: <u>ehm</u></p>	<p>R: I forgot your name? What is your name?</p> <p>P: eh? Me pak?</p> <p>R: yes, your name?</p> <p>P: Andi</p>	<p>R: Good afternoon, how are you?</p> <p>P: <u>Afternoon, I am fine thank you and you?</u></p> <p>R: Fine thank you</p>
<p>R: Aji? Okay, how are you?</p> <p>P: I am fine thanks, and you?</p> <p>R: oh you are fine? I thought you are sick</p>	<p>R: Hello again, how are you today?</p> <p>P: I am fine, thank you, and you?</p> <p>R: I am fine, we are all fine, thank you for asking. Is anyone sick? (looking at two empty chairs)</p>	<p>R: do you remember what do you learn yesterday?</p> <p>P: yes, remember</p> <p>R: what is that?</p>

P: <u>haha (running away)</u>	P: <u>sick? What do you mean?</u> R: yes, sick (gesturing cough and fever) P: <u>sick? Oh absent pak (pointing the two chairs)</u>	P: <u>(looking at friends) what ya?</u> P2: visiting sick friends P: visiting sick friends bu
R: is it okay if I ask question to you? P: ehm.. Yes? R: what is your hobby? P: <u>(silent)</u> R: what hobby (gesturing football) do you like? P: <u>I playing</u> football R: Playing football? P: <u>yes</u>	R: why do you look tired? P: (silent) R: are you sleepy? P: <u>what do you mean?</u> R: no power, sleepy, what happen? P: oh I playing football	R: do you still remember my name? P: yes, bu Amel R: and who is that (pointing)? P: pak Adit P2: pak Teguh, <u>yes? (looking at other students)</u> P: <u>no, (pointing other) itu pak Teguh</u> P2: yes pak Teguh
R: what is your favourite subject in school? P: <u>ehm...</u> R: what do you like to study? Mata pelajaran? P: penjaskes R: so you like sport? P: <u>ehm...</u>	R: do you have your breakfast? P: <u>breakfast? Eating? What do you mean?</u> R: yes, something to eat in the morning P: oh have pak.. Rice	P: do you know the school address? P2: <u>sorry I don't understand</u> P: where is the school P2: oh jalan bukit berbunga
R: Can you help me with that? P: <u>(silent) (looking)</u> R: with that (pointing) P: <u>hmm..</u>	R: can you stand up? P: <u>hmm?</u> R: stand up (gesturing standing up) P: <u>oh oke</u>	P: can you help me, my work? P2: <u>I don't understand</u> P: <u>help me, my work (gesturing paper and writing action), please</u> P2: oh, <u>yes</u>

In the above table, the recurrent conversations are placed side-by-side to make it easier to understand. Please take a note that the conversations on the table are just some of the examples and classified by the topics of the conversations. The analysis of the conversation and the communication elements are conducted per each set of data to get more understanding of what is happened in each of the set of data.

Analysing the first data in the first row, the conversation is happened before the implementation of the Strategy-Based Instructions. In this set of conversation, while they are having some basic knowledge of English with several words to complete their utterance, we can see from the table that the students have very limited ability to maintain the conversation or to express their confusion. Their basic knowledge in conversation can be elaborated as one-question-one-response only with so little ability of continuing the conversation. Most of the answers for the first question are accurate, with considerable grammatical error, but most of the answers for the prolonged conversation is a silence or mumbling of confusion. The evidences can be taken in all of the conversation, except the third, that is ended with 'ehm..' or leaving the

place. The action can be understood as their way to finish the conversation as soon as possible as they are incapable, or not motivated, of prolonging the conversation. Based on the conversations on the first set of data, the problems of the communication before the can be distinguished into two categories: vocabulary complexity and communication strategy.

In the second set of the data, the students are previously taught by the Strategy-Based Instruction to overcome the problems they faced as showed in the first set of the data. Given the example of the analysis of the second set of the data, it can be evidenced from the table that the vocabulary complexity rising is happened in accordance to the Strategy-Based Instruction.

First set of data:

R: What is your hobby?

P: (silent)

R: What hobby (gesturing football) do you like?
what happen?

P: I playing football

Second set of data:

R: are you sleepy?

P: what do you mean?

R: no power, sleepy,

In the first set of data, seemed to not understand the word 'hobby', the communication breakdown is happened. As the student unable to prolong the conversation, the student choose to be silent and ending the conversation, then the researcher as the addresser have to prolong the conversation by using gesture to get the answer, but it is highly debated if their understanding is about the term 'hobby' or they are guessing the game football because the gesture from the addresser. In the second set of data, however, as the students are still having the difficulties on their vocabulary, the teaching of SBI is showing its effectiveness of helping the students in prolonged conversations. The students' mastery of asking question 'what do you mean?' when they do not understand the conversation is able to keep the conversation ongoing. The strategy is suggesting the addresser to explain their meaning with simpler words over and over again until the communication reached its full understanding.

In another example in the second set of the data, there are some uses of SBI in the conversation used by the students that is evidencing the mastery of the strategy such as the use of repeating main words in the conversation:

R: what is your name?

P: eh? Me pak?

As explained by the example, note that the student has an adequate knowledge of pronoun to understand the pair of 'you-me' relationship and able to understand the 'what' question. The student is able to identify the meaning of the conversation and using the strategy of asking back to make sure that they have the correct understanding.

Another example is the use of mumbling like 'hmm?' to show that the student didn't understand what is being asked by the addresser:

R: can you stand up?

P: hmm?

Note that the use of mumbling in this conversation is different with the first set of data as in this conversation which showing confusion, the mumbling in the second part of the data is using a raising-questioning tone for asking the addresser to repeat the question.

In the last set of the data, the evidence of the use of the SBI that is improving the vocabulary complexity can be found in several ways: first, there is evidence on use of asking for help, second, there is evidence of students repairing other student's utterances, third, there is evidence on the complex use of words in a prolonged conversation between each students (note that in the previous two set of data, the conversation are mostly conducted by the researcher and the students), and fourth, there is the evidence of the students prolonging the conversation in which they have difficulties to understand by asking questions or giving positive response.

The analysis can be elaborated as follows:

1. tudent's asking for help

After being taught by the SBI, the students are able to ask for a help from other students rather than being silent. Where in the previous set of data they choose to stop

the conversation or the conversation ended with conversation breakdown, in this part of the data, the students are able to use the strategy of asking for help.

Example:

P: pak Teguh, yes? (asking for help from other students)

or

P: (looking at other students) what ya?

2. Students repairing other student's utterances

The students are able to repair other students' utterances even though they are not part of the conversation. This is a major breakthrough as previously they keep silent and don't even want to get the chance for practicing the conversation.

Example:

P2: Pak Teguh, yes?

P: no (pointing someone) itu pak Teguh.

3. Complex use of prolonged conversation

The students are making a complex sentence in a conversation to explain their meaning in a prolonged conversation that usually ended up in communication breakdown. While previously the students are not able to produce explanation of their sentences, it is evidenced that after being thought by the SBI, they can give explanation to the meaning of their sentence and encourages the addressee to understand.

Example:

P: Can you help me, my work?

P2: I don't understand.

P: help me, my work (gesturing paper and writing action), please?

P2: oh, yes.

4. Students prolonging the conversation

The students are able to prolong the conversation by giving a positive response of not understanding. This action helps the students in both as the addresser or the addressee as both of them are encouraged to continue the conversation until they reach an agreement about the meaning.

Example:

P: Sorry, I don't understand.

CONCLUSION

In summary, it is evidenced by the research that Strategy-Based Instruction is improving the vocabulary complexity of the spoken utterances and also helping the students as the foreign language learners to overcome their problem in conducting a conversation. Some of the analysed evidences on the mastery of the Strategy-Based Instruction can be describe into four evidences that showing the improved vocabulary complexity of their spoken utterances. First, the students are able to ask for help when they do not understand the meaning of the conversation to the other students. Second, the students are able to repair the other student's inaccurate utterances and giving the answer. Third, the students are able to prolong the conversation by using a complex utterance. Fourth, the students are able in prolonging conversation by giving positive response to the other students about understanding or not understanding the meaning of the conversation.

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ISBN 9789798559990



9 789798 559990